

Revised: Summer 2013
Fall 2013
Fall 2014
Fall 2015
Fall 2016

SPA 202
Intermediate Spanish II

COURSE OUTLINE

Prerequisites: SPA 101, 102, and 201 or permission from instructor

Course Description:

Continues to develop understanding, speaking, reading, and writing skills.
May include oral drill and practice. Part I of II.
Lecture 3-4 hours per week. May include one additional hour of oral practice per week.
(VCCS MCR Description)

Semester Credits: 3 Lecture Hours: 3

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SPA 202: Intermediate Spanish II

Course Outcomes:

At the completion of this course, the student should be able to:

- State the main ideas and supporting details of short readings and elaborate.
- Write more complex Spanish based on chapter topics and vocabulary.
- Acquire, recognize, and recall extensive Spanish vocabulary.
- Employ vocabulary and grammar effectively in creating Spanish conversation that is intelligible to native speakers.
- Discover and describe parallels among language patterns (within Spanish and between Spanish and English).
- Develop a deeper understanding, awareness and appreciation of Hispanic cultures.

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Required Materials:

1. Textbook
2. Internet access
3. Blackboard

Textbook:

A. PLAZAS Lugar de encuentros (5th Edition) ISBN-13: 978-1-337-08741-4
Hershberger, Robert; Navey-Davis; Borrás Alvarez, Guiomar. HEINLE CENGAGE
Learning 2012.

B. Create a iLrn account

The following supplementary materials are available: None

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Topical Description:

The Spanish grammar is very complex and many of its concepts require much practice, Therefore, Intermediate Spanish II (SPA 202) gives the students many opportunities to review and practice those concepts using different avenues either individually or in groups of two or more. This course also increases vocabulary, improves speaking and writings skills, and broadens the cultural horizon for the students. Here is a list of the different approaches that are available to achieve the above mentioned goals. It is at the discretion of the instructor which ones to use.

I. Movies:

Students watch movies from different countries and time periods, but all the movies depict historical, political and/or social events. These movies increase students vocabulary, cultural awareness, listening and comprehension skills, writing skills, and speaking ability as the students are tested on vocabulary and comprehension of story line, ability to write a paper about an aspect of the movies, and ability to discuss among themselves different aspects of the movies.

II. Music:

Students listen to different types of music from different countries. Students learn the history of the song when applicable. Students learn new vocabulary, practice grammatical concepts, and increase their writing and listening and comprehension ability.

This is accomplished by listening to the song three times. The first time with no written aid; listening to the song a second time following the lyrics; and listening to the song a third time without written aid to find out how much they can understand after they have seen the lyrics of the song one time.



Also, students write sentences using any new vocabulary they have learned from the songs, and they listen to the song a fourth time with the lyrics in front of them, but with blanks they have to fill with the proper word as they listen.

At the discretion of the instructor, the work can be done individually or in groups of two or more.

III. Reading:

Students read magazines articles and /or literary works from various sources Students gain vocabulary and increase their ability to discuss a variety of topics among themselves. There may be a written component, and if it is a literary work, students become familiar with the author's life.

IV. Speaking:

Students form groups of two or more and talk about whatever the teacher has given them. It can be a word finder; a crossword puzzle; two pictures that have differences; a word finder; a group of words to make sentences; or any other means of starting a conversation.

V. Interdisciplinary Studies:

From time to time, a division may be studying a topic that lends itself to be used in a Spanish class. A Literature class may be studying an author whose works have been translated into Spanish, and the Spanish class can read that work or parts of the work. The same can be done with a History class that is studying a historical event that had an impact in the Spanish speaking world.



VI. Traditions:

The study of similarities and differences within the traditions of the Spanish speaking world and with non-Spanish speaking countries using different media.

VII. Textbook resources :

Our textbook has sections on listening and comprehension, reading, listening, and writing at the end of each chapter. Therefore, the instructor can use these sections and/or other sources

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